

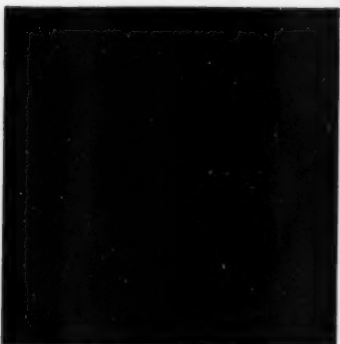
FEBRUARY 1953

A Wintry view of the Capitol Dome.

UNITED PRESS PHOTO

(For a brief summary of AFTS legislative program, see page 18.)

The American Teacher



Another Iron Curtain

ONE DAY last week I was standing before a radio and TV store window, looking over the elaborate display of new model sets. Three or four radios were blaring a call to the passing public. I was paying no particular attention to any of these broadcasts, when all of a sudden, clearly and distinctly, I heard a news commentator in a serious bass voice say: "This is the Iron Curtain."

The suddenness, the shock of his intonation, produced a temporary hypnosis. No longer was I standing before an American store window, looking at radios and TV sets. In front of me was a military barricade. Fortunately I was standing on a sacred square foot of ground where men were still free. But one step further and I, too, would be behind that Iron Curtain.

Behind this barricade, grim and savage soldiers were keeping watch, challenging entry, yet at the same time insuring containment of tired, broken, discouraged, hopeless wretches who once were human beings; men and women longing for freedom to work, to think, and to speak; men and women who once had heard of an idealistic country wherein all people treasure personal liberty by recognizing the dignity of the individual.

Before me I saw these pitifully enslaved people forced to work at jobs not of their own choosing; forced to return to government most of their meager earnings; afraid to speak out against these injustices, even afraid to complain to their neighbors—human beings in chains, body and soul, submissive to a master tyrant.

A chill ran down my spine. I turned to draw a breath of fresh air and give thanks for our own country, when suddenly I recalled recent headlines, vividly and clearly revealing, in kaleidoscopic fashion, a discernible pattern of events. Headlines which outlined the ill-advised McCarran Act, passed over President Truman's veto—an Act which accepts and provides for the continuance of racial discrimination as a national immigration policy, thereby making a mockery of the proclamation on our Statue of Liberty. Headlines which declared that the filibuster was to remain in the Senate of the United States—the filibuster, an instrument which sub-



CARL J.
MEGEL

verts the wishes of the people by a process undemocratic in principle and in operation, thereby impeding effective defense of our civil liberties. Headlines exposing the activities of individual and special interest lobbies, particularly oil, lumber, mining, and private utilities. These lobbies have already entered bills in Congress covering various phases of a "back to the states" movement which would bring them lucrative advantages through more lenient statutes. Thus the royalties from off-shore oil, which the U. S. Supreme Court has twice ruled to belong to all the people, may revert to the separate states, in which case education in America would lose an estimated 40 billions of dollars. In addition, the U. S. Chamber of Commerce and the National Association of Manufacturers have stepped up their campaign for the sale by the Federal government of a substantial portion of our public land to private owners.

The pattern which had been hazy and blurred now became clear and vivid. Astounded and alarmed, I turned to see a newsboy walking by. A screaming headline read: "McCarthy to Investigate Teachers." So it has come to this! Investigation of the State Department is now politically passé. But teachers offer a fertile field for attack through propaganda, with complete safety to the investigator.

If teachers are going to be harassed, if they are to be stifled and fearful of discussing controversial issues in our schools and colleges, then we, too, will find ourselves behind an Iron Curtain. *It is the duty of teachers to see that this does not happen here—now or ever.*

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The AFT Travel Program and IFFTU Workshop in 1953

DURING July and the first two days of August, 1952, the AFT, in cooperation with the International Federation of Free Teachers Unions (IFFTU), conducted a tour of several European countries in connection with attendance at the IFFTU Workshop in Paris, France, July 14-20. Twenty-one persons from the United States participated in the teacher union workshop and the educational travel before, after, and during the workshop. Several other Americans attended the workshop but did not participate in the travel program. On pages 5 to 9 of this issue is a description of the 1952 workshop by Miss Margaret Labb, who participated in the workshop and tour last year.

The 1952 AFT convention directed that the summer travel program of the AFT be expanded. Because of the heavy demand for travel accommodations during the coming summer, the AFT Secretary-Treasurer, who is also president of IFFTU, has reserved twenty-five tourist seats on a regularly scheduled Sabena Airlines

Deluxe DC-6 plane, leaving New York on July 1, 1953, and returning August 2. Sabena is one of the world's best airlines.

Since several AFT members who wished to participate in the 1952 tour sent in their applications too late to be accommodated, persons interested in the 1953 tour should mail their applications to the AFT national office, 28 E. Jackson Blvd., Chicago 4, Ill., as soon as possible. Because it will probably be impossible to obtain travel accommodations for all those wishing to participate in the tour, it will be necessary to accept applications in the order in which they are received.

The following travel schedule is tentative, but probably presents a rather accurate outline of the 1953 tour:

July 1—Fly from International Airport in New York to Brussels, Belgium via Gander, Newfoundland and Shannon, Ireland. Sabena Airlines, Deluxe DC-6.

July 2—Arrive Brussels about 12:00 noon Thursday.

July 2—Visit Brussels and vicinity, including Waterloo.

July 3—Educational Conference at ICFTU headquarters with Hans Gottfurcht, Educational Director, and General Secretary Van de Moortel of IFFTU.

July 4-5—Visit historic cities of Ghent and Bruges. Travel to Amsterdam with stop at the Hague. Boat trip on canals and harbor of Amsterdam. Visit Old Dutch fishing village—Volendam. Visit to museum where *Night Watch* and other famous Rembrandt paintings are on exhibition. (A brief 4th of July service will be held at the Palace of Peace in the Hague.)

July 6—Amsterdam to Cologne, Germany, via Duesseldorf. Visit headquarters of German labor movement and AFL European office in Duesseldorf. Conference with officers of German Teachers Union, arranged by Henry Rutz, AFT member who is AFL Representative in Germany.

July 7—Visit in Cologne, including famous

Irvin Kuenzli to Fly Around World on IFFTU Lecture Tour

LEAVING the United States on February 11, Irvin Kuenzli, AFT Secretary-Treasurer, who is also President of the International Federation of Free Teachers Unions, will begin a vacation trip by plane around the world to lecture to teacher union groups in Canada, Japan, Indonesia, India, Israel, Italy, France, Belgium and other countries. The International Relations department of the U. S. Department of Labor will cooperate with Mr. Kuenzli in the educational tour which has as its objective the strengthening of teachers' unions throughout the world and building the foundations of democracy by raising the level of education through organized labor.

On this world trip Mr. Kuenzli will visit teachers' unions representing approximately 700,000 union teachers who are affiliated with IFFTU.

cathedral. Boat trip on Rhine River, passing most scenic sections, robber baron castles, Remagen bridgehead where American troops first crossed the Rhine in World War II, and the famous Lorelei rock. Visit city of Bonn, capital of West Germany.

July 8—Visit Frankfurt, Germany, and vicinity.

July 9—Travel to Heidelberg by German autobahn. Visit Heidelberg Castle and old Heidelberg University. Conference with regional officers of German Teachers Union at University. Heidelberg to Stuttgart by autobahn. (Conference with union leaders in Stuttgart, which is one of strongest labor cities of Germany.)

July 10—Over Autobahn from Stuttgart to Augsburg and Munich. Visit Munich headquarters of Hitler and Nazi Party.

July 11-12—Munich to Oberammergau, Germany. Visit noted Alpine Resort at Garmisch. Through Alps to famous city of Innsbruck, Austria. Through Brenner Pass to Venice, Italy. Boat trips on Canals of Venice.

July 13-15—Venice to Rome via Valley of the Tiber River. Visit Rome. Conference with officers of Italian Teachers Union.

July 16-17—From Rome via Pisa and Genoa to Geneva, Switzerland and Neuchatel.

July 18-25—IFFTU Summer School in Neuchatel and visits to points of interest in Switzerland.

July 25-26—Neuchatel to Paris.

July 26-28—Visit Paris and vicinity. Conference with leaders of French Teachers' Union, MSA, and UNESCO.

July 28-Aug. 2—Travel to England. Bus to Calais. Ship to Dover. Bus to London via Canterbury country. Visit to Shakespeare country and other points of interest in England.

August 2—Fly to Brussels and New York.

Method of Transportation in Europe: Deluxe bus will be chartered for the group for the entire period and for the entire trip. Through this arrangement baggage will be handled and hotel and meals arranged with the least possible inconvenience to the teachers who participate in the travel program and the IFFTU workshop.

Estimated cost of travel by plane (Air Coach) New York to Brussels and return—\$522.00.

Estimated cost of travel in Europe including transportation, hotel and meals—\$275.00 to \$300.00.

Estimated total cost by trans-Atlantic plane—\$795.00 to \$825.00.

Estimated total cost by ship and land transportation to Brussels—\$650.00 to \$675.00.

Since blocks of reservations will not be available on ships in the summer of 1953, the AFT will not reserve ship space. Individuals traveling to Europe by ship to attend the IFFTU summer school should make their own ship reservations.

The IFFTU Workshop

By MARGARET LABB, president of the Gary Teachers Union, AFT Local 4

LAST spring when Mr. Kuenzli, AFT secretary-treasurer, sent out announcements about the IFFTU workshop to be held in Paris in July, and I began reading about the pre-workshop and the post-workshop travel in Europe, my interest was aroused. I'd been looking for a good excuse to go to Europe and this seemed to be my chance. When I discussed my summer plans, I said I was going to the workshop in Paris, but in all fairness I felt I must add that I was majoring in European travel and minoring in the workshop.

After I'd been in Europe a few weeks and had an opportunity to visit some of the stores, shopping became a very important activity.

By the time the summer was over and I was struggling to find one more corner in which to stick my last purchase and hoping that it wouldn't make my luggage too much overweight, my friends teased me by saying that they were firmly convinced that I had come to Europe primarily to shop, that sight-seeing had become of secondary importance, and that the workshop had dropped down to third place.

Seriously, however, the IFFTU workshop was a most worthwhile experience. Perhaps I should stop here to explain briefly just what the IFFTU is, since maybe many of you know as little about it as I did before my experience in the workshop. I knew nothing about the

international activities of the AFT. To be very honest, when I first saw the initials IFFTU I didn't even know for what they stood.

As early as 1935, labor leaders of the world felt the need for an international organization of labor groups, an organization that could be free from all political intrigue. Many times, as leaders of teachers' unions met with other labor groups, they too felt the need for an international organization representing teachers' unions affiliated with the labor movement. Several informal meetings were held to discuss this problem. However, actual progress was disrupted by World War II. After the war attention was again turned toward united international labor organizations. While the principal purpose of the AFT is to secure higher professional standards for teachers and better educational facilities for children in the United States, the organization has for many years maintained friendly, cooperative, and mutually helpful relationships with teacher organizations in other countries. It was the 1946 national convention that directed the AFT to take steps to perfect an international organization of free teachers' unions. We should give Mr. Kuenzli, our secretary-treasurer, personal credit for this, because he has taken a very active part in international teacher groups and has constantly kept the issue before the AFT.

In 1949, in London, when representatives from trade union movements met to form the World Confederation of Free Trade Unions, teacher representatives were again present and again enthusiasm was renewed for a similar teachers' organization. Finally an exploratory meeting of union teachers was held in Brussels on April 22, 1951, and a committee was appointed consisting of M. Van de Moortel of Belgium, G. Walusinski of France, and Irvin Kuenzli of the United States, to arrange for the organization meeting. This meeting was held in Paris, August 6 and 7, 1951, with delegates present from Germany, France, Switzerland, Belgium, and the United States, as well as delegates from Spanish teachers in exile. The Japanese agreed to the action taken in Brussels but were unable to send delegates to the Paris meeting. Thus IFFTU, the International Federation of Free Teachers Unions, was formed. Mr. Kuenzli, AFT secretary-treasurer, was elected president of the new in-



DR. MICHEL COLLINET
Director of the IFFTU Summer School

ternational organization. M. Van de Moortel of Belgium was elected general secretary.

The second meeting of IFFTU was set for July 14, 1952, in Paris, and in conjunction with it was planned the first IFFTU workshop. The American group attending the Paris workshop consisted of twenty-one persons from various parts of the United States: Mr. and Mrs. Edgar Gehrhardt from Richmond, California; Miss Lucille Giacomo, Miss Ruth Thompson, Mrs. Maye Boyer, and Miss Shirley Prellwitz from Denver, Colorado; Mrs. Mary Humphries from Jacksonville, Florida; Mrs. Margaret Faris from Wheeling, West Virginia; Mr. and Mrs. Harvey O. Portz and Mrs. Betty Greenawalt from Springfield, Ohio; Miss Johnnie Gray from Washington, D. C.; Mrs. Pearl Larson from Detroit, Michigan; Miss Mary Louise Martin, Miss Nada Vranesh, and Mr. William L. MacIntosh from Dearborn, Michigan; Mr. and Mrs. Irvin Kuenzli from Chicago, Illinois; Miss Kathryn Richmond and Miss Wilhelmina Hebner from Hammond, Indiana; and Miss Margaret Labb from Gary, Indiana.

We left New York City on July 3 and had a beautiful flight across the Atlantic. The eastern coast of the United States and Canada was clear and we had a wonderful view of New England, Nova Scotia, and Newfoundland. After a 45-minute stop at Gander we took off for a non-stop flight to Brussels. The beauty of the sun-

set had hardly faded from the northern sky before the dawn began to appear in colors as gorgeous as the evening sky.

We landed in Brussels on the morning of July 4, just fourteen hours after we left New York. Mr. and Mrs. Joseph Bryan of the United States Embassy and representatives of the Belgium Teachers Union were at the airport to meet us. We consulted immediately about plans for a brief ceremony at the tomb of the unknown soldier in Brussels. The teachers' union ordered the wreath for us and when it came it illustrated the Belgian love of flowers. It was a huge wreath about four feet in diameter and made of the many brightly colored flowers for which Belgium is famous. The city of Brussels provided a special police detail to escort us to the monument, and press photographers were present. The next day pictures came out in all the Brussels papers and, just as in all our newspaper pictures, our own mothers wouldn't have been able to recognize any one of us. However, the picture made the front page of the morning edition; so the photographers were happy.

After ten delightful days in Belgium, Holland, and Germany, we flew to Paris, where the IFFTU workshop was to be held. Again we were met by a delegation of union teachers and escorted to our hotel. These French teachers were most gracious and anxious to please and planned many interesting trips for us. We were taken on a sight-seeing tour of Paris and to the historical museum where many relics of

the French Revolution may be seen. Napoleon's picnic kit was among the interesting objects there. It is a large mahogany box containing silver plates, cups, knives, and forks and more gadgets than you ever thought of taking on a picnic. He used it in all of his campaigns. We went to the ballet at the Grand Opera House. The day's trip to Versailles was fascinating. The magnificent Versailles Palace and the eighty acres of ground comprising the formal gardens, the Grand Trianon, the Petit Trianon, and the vast wooded areas made one feel as though he were living in the seventeenth century. Then in a moment we were brought back to the present when we realized that there the Versailles Treaty was signed following World War I.

Our meetings were held in one of the schools near which was the Cité Université Club, where we all had lunch and dinner together. It was at these table conversations that we got to know people best. The Europeans were very modest and when we first said, "Do you speak English?" they would answer, "A little," and then proceed to carry on a conversation in English that put us to shame. One young Belgian man, a teacher in Brussels, spoke beautiful English. He teaches English and served as an interpreter in London during the war. He is hoping to come to the United States in the next year or so in diplomatic service.

Another exceptionally interesting person at the workshop was a charming little lady, Mme.



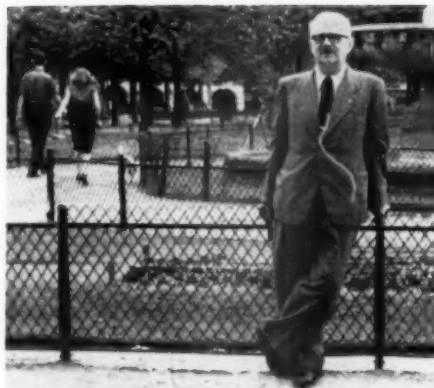
Group of union teachers from several nations attending IFFTU Summer School in Paris, 1952
The American Teacher, February, 1953

Militza Topalovich, who, with her husband, had lived in Yugoslavia before the war. She had been a teacher in the University of Belgrade and her husband had been a judge. Their democratic views on education were not accepted by their country; so they were forced to flee. They took refuge in Italy and in England before going to live in France. At present she assists her husband in reporting for the free press in Paris. She spoke English quite well and enjoyed adding to her vocabulary and becoming a more fluent speaker of English by listening to the American radio broadcasting station in Paris and reading American and English newspapers. She was very much interested in the United States presidential conventions which were going on at the time we were in Paris. It was her great hope and desire that she and her husband might be able to come to the United States within the next few years.

The term "workshop" was used in connection with the summer school, but actually it was not a workshop as we understand and use the word, but rather a conference. It was an exchange of ideas and a discussion of common problems that all countries of the world are facing today, and a search for answers to these problems. Fifty-five union teachers were present from France, Austria, Germany, Israel, Switzerland, Italy, Belgium, Japan, Tunisia, and the United States, in addition to some Spanish teachers in exile. The conference was addressed by such outstanding personages as Hans Gottfurcht, vice-president and educational director of the International Confederation of Free Trade Unions, and Albert Heyer, associate secretary of that organization; Joseph Heath, labor advisor to the Mutual Security Agency in Paris; and Dr. Michel Collinet, noted French educator, who was also director of the summer school. Two interpreters were provided by the Mutual Security Agency.

We compare notes on tenure and salaries

I can touch only briefly on a few of the many topics discussed. We found that on the issue of teacher tenure, the United States lags far behind democratic nations of Europe, where tenure is looked upon not only as a matter of justice to the teacher but also as a means of providing more efficient instruction in the classroom. In England, France, and Holland teacher tenure is so well established that dismissal of teachers without just cause is practically unheard of.



M. VAN DE MOORTELE
General Secretary, IFFTU

European educators realize that a teacher who is insecure in his position cannot do his best work for the children in the classroom.

Salaries! A smile came to the face of each person when it was reported that in the United States the average teacher's salary was \$3,000 a year, while the average worker's salary was \$3,400.

We learned that in Italy teachers are paid thirteen months' salary for twelve months' work. The thirteenth check in December is designed to provide extra Christmas money for the teacher. In Belgium teachers are paid time and a half for summer vacations, on the theory that teachers need extra money in order to afford recreational vacations which will best prepare them for the trying work of the school year. However, we wouldn't be willing to trade places with the European school teacher, for in general, the economic status of the European teacher is far below that of the American teacher. One evidence of this fact, as we observed and were told repeatedly, was that the best dressed people in Europe were the American tourists, and last summer at least fifty percent of these tourists were school teachers.

The subject of equal pay for equal work aroused great interest, as did practical collective bargaining problems for union teachers. In many of the European countries, church and state forces are making it impossible for teachers to organize union groups.

Emphasis was placed on the fact that labor and education are two of the greatest forces

in the struggle for peace and freedom in a troubled world. Everyone showed considerable concern over "Communism," the greatest menace threatening the entire world today, and over the need for eternal vigilance in keeping our schools free of this peril. The need for a continual campaign against illiteracy in all parts of the world was also recognized, for we are struggling to build a democratic world when three-fourths of the people don't have sufficient levels of education to maintain democratic governments. This led into discussions of the school leaving age, free education in elementary, secondary and trade schools, health and safety education and related subjects.

After analyzing the discussions, it was quite evident that the work of the International Federation of Free Teachers Unions is to teach the youth of the world love of work, love of liberty, and love of peace.

IFFTU is a part of the World Confederation of Free Trade Unions, which includes ninety-three organizations of more than fifty-three million trade union members from seventeen countries of the free world. The purpose of WCFTU is to improve the working conditions and raise the living standards of millions of

workers. Since education is one of the most powerful forces to be used in accomplishing these objectives, union teachers occupy a special place in implementing this program.

One might list many outcomes from such a project as the IFFTU conference but to me the greatest value is the good will and the attitudes that are established. I am convinced that we can't secure world peace and unity by fighting wars. But I think it can be achieved by the work of such organizations as the IFFTU, of which we should be proud to be a part, especially at this time when we need international friendship and cooperation. Education must produce great men of such honor and integrity that they can rise above personal ambition—men possessed of an unquenchable desire to serve their fellow men.

A unique professional experience

The IFFTU Summer School was a unique professional experience. It opened my eyes to the work of the AFT and made me realize how important it is to have at the head of our governmental agencies and labor organizations people of integrity, so that we may never lose sight of our great American heritage; for the eyes of all the world are on America.

S'long, Friend

By ROBERT ROTHMAN, Local 231, Detroit

THE TEACHER looked at the clock in the hotel lobby. He was early. He pushed back the rebellious lock of gray hair, picked a chair next to a small table, and sat down. From his pocket he took the Double-Croscopic he had torn from the last *Saturday Review* and, with a stub of pencil, began to kill time and spaces.

"I wish they wouldn't print these on the glossy cover," he muttered.

"Crossword puzzle, eh?" said the man next to him with the easy familiarity of one who is used to talking and selling to strangers. "I was once good at 'em, but I can't waste time on them any more."

"Here for the Realtor Convention?" he continued.

"No," said the teacher. "I'm speaking at a teachers' dinner. I'm supposed to meet the chairman here at six-thirty."

"Teachers!" said the Realtor. He was a pink-faced giant, about forty, who would still have enjoyed playing right guard for his high school football team. "Excuse me, friend, for butting in, but you're in the wrong racket. What do you work for? Peanuts—only peanuts. Get out of it while the getting's good. Look, take me—20,000 bucks net last year, after deducting taxes."

"That's a lot of money," the teacher gently agreed, and tried to get back to the glossy puzzle.

"Who's giving the dinner?" the big Realtor persisted.

"The Federation of Teachers. You know, the teachers' union."

"Union? Pfah! If you'll excuse me for butting in, friend, teachers have no right to belong to unions. Public servants, that's what

they are." He spoke with an air of virtuous and triumphant originality. The teacher looked a little amused.

"No kidding," the big fellow earnestly went on. "So you join a union. So you stick your neck out—stand a good chance of getting fired. So you get a piddling five-dollars-a-week raise. Where does it get you?"

"Aren't there such things as service to the community and helping children to make a decent world?" the teacher mildly asked.

"To hell with that stuff. Dog eat dog. Get

yours while the getting's good. Be realistic. That's my philosophy."

The big man looked at his watch. "Got to go now. See little old New York for an hour and then back for the Realtors' Banquet at eight-thirty."

He stood up and poked a well-intentioned finger at the teacher. "Remember my advice. Get into something worthwhile. Make something of yourself. Teachers and unions! Do something that amounts to something and go places. . . . S'long, friend."

"S'long, friend," John Dewey replied.

What Can the Principal Do for Staff Morale?

By ARVEY E. DIETTERT and CHESTER C. DIETTERT

Arvey E. Diettert is Director of Elementary Schools in Cincinnati, Ohio. Most of his thirty years of experience as teacher or administrator have been in larger school systems and in elementary administration. His brother, Chester C. Diettert, of De Motte High School, De Motte, Indiana, has had approximately the same length of experience as teacher or administrator, but in smaller and medium-sized schools, largely in the high school field. The practices which they recommend in this article are those which they have found to work well in their schools.

STAFF MORALE is an intangible quality. It is a group attitude closely akin to school spirit, which inspires a willingness to work persistently even in the face of great odds. It is the "stuff" that makes groups see things through. When staff morale is high, achievement is likely to be high because members of the teaching staff perform their work with confidence, zest, and happiness. The stress and strain of living and achieving are aggressively, eagerly, and happily met, with eyes ever on the goals to be achieved. Low morale, on the other hand, is accompanied by distrust, disunity, inefficiency, gossip, petty jealousies, and strife.

The ability to create and maintain a desirable quality of morale is often the chief criterion by which the principal's work is appraised. One of the best ways in which the principal can help the assistant principal to foster good human relationships and can train him in the techniques of morale building is by demonstrating morale building techniques himself.

The principal can build staff morale only if he knows individual staff members well enough to appreciate their strong points as well as their weaknesses. For it is only by developing confidence in their own ability that they can overcome their weaknesses. Teachers will not do their best for an administrator who is always pointing out their weaknesses. To exhibit a sympathetic interest in their achievements as well as their setbacks will make the staff members have a feeling of security and "belonging" that results in greater efficiency.

The principal represents not only his particular school—to many people he represents education. He must, therefore, set a fine example of professional zeal, enthusiasm, loyalty, and cooperativeness. This he cannot accomplish without a genuine interest in all matters affecting staff morale. For example, he must protect the staff against unwarranted criticisms by pupils, patrons, and selfish pressure groups. Criticism of staff members by the principal in

the presence of children, parents, or others is likewise objectionable. Any such necessary criticism should be given individually and privately. On the other hand, praise is often effective when given publicly. Due recognition and generous praise should certainly be given for outstanding service, constructive proposals, and cooperative undertakings.

To recognize the value of a sense of humor, while refraining from the use of sarcasm and of discourteous or offensive remarks will help the principal establish a wholesome approach to the more difficult relationships with teachers. Thus he will help to create an atmosphere where all staff members treat one another with consideration and courtesy. Incidentally, one way in which the principal can demonstrate courtesy is by showing an appreciation of the value of teachers' time in planning meetings and assignments.

Policies formulated through cooperative effort

If good morale is to be maintained, there must be emphasis on the cooperative conception of administration. Constructive suggestions from staff members should be encouraged, and discussion on basic policies and practices should be stimulated. By formulating policies through the cooperative effort of teachers and principal, teachers are encouraged to form judgments and reach conclusions on the basis of facts and of all the evidence available on every issue. Thus the motives for the decisions made by the administration will be understood, the friction caused by arbitrary decisions will be avoided, and a feeling of justice is engendered. Good morale cannot exist without justice.

There is nothing so stimulating to good morale as the challenge of a real problem clearly defined and forthrightly attacked. The principal will do well, therefore, to explain, discuss, and interpret school-wide policies, practices, and regulations rather than to take

action by stating or inferring that "the central office wants it this way" or "we have been directed by the Superintendent to do this."

In the making of regulations which are specifically the principal's duty and function, he must remember that regulations should be applicable to all staff members. But petty regulations for the purpose of controlling a small number of the staff will hurt morale as much as fostering or allowing staff cliques or catering to minorities, or being the tool of self-appointed advisers. It is not wise, for example, to seek to regulate every moment of the teacher's day in school merely because a few of the staff seem to neglect some of their duties. Instead the principal should confer with the few negligent staff members. For most teachers can be trusted to exercise sound judgment concerning the best use to be made of any "free" periods they may have. Those few who cannot be so trusted lack one of the essential qualities required in the teaching profession.

There is no surer way to undermine the morale of teachers than to act on the assumption that they cannot be trusted to do their work in a conscientious manner unless every moment of their teaching day is regulated by rules established by the office. Teachers need to feel that the school administration has some confidence in their character and judgment; they should be permitted to exercise an authority that is commensurate with their responsibility.

The principal who will follow these suggestions with wise applications will soon discover a new zeal in his staff. There will be happier relationships and greater accomplishments; fewer problems and more satisfaction in work done. There will be more cooperation for common tasks and more goals reached. There will be greater interest in the larger purposes of education and stronger faith in the significance of the work of the school.

MATERIALS FOR BROTHERHOOD WEEK

Teachers wishing to obtain materials for use in connection with the observance of Brotherhood Week, February 15-22, may send inquiries or requests to the National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, N.Y.



Meany Tells Press Club of AFL Plans for 1953

AFL President George Meany scored a hit in his debut before the nation's newsmen with a hard-hitting speech before the National Press Club in Washington, D. C. His bold approach to labor's outstanding problems aroused so much comment that we present herewith, instead of our regular "Labor Notes," the highlights of his ad-lib remarks.

IN THE months ahead the workers of America face a most trying situation. These are pretty tense days. We don't know just what's going to happen on the world scene. We do know that we've got to have unity here at home. We've got to go along as one people to see that our nation is secure. We cannot afford the luxury of bickering among ourselves at home to the extent that it would destroy the nation's effectiveness in world affairs.

Our nation is the leading nation of the free world. And as such we are the target—and the prime target—of those who would destroy the free world. From a very practical point of view the boys in the Kremlin know that they can never have complete world domination unless they destroy the United States of America and everything it represents.

Our duty as citizens

In that situation the prime responsibility of every American is to discharge his duty as a citizen before any other duty or obligation which may come his way. And speaking for the AFL in the light of its long tradition, I can tell you here today that no officer or member of the AFL can place the welfare of his union or the welfare of his members ahead of the welfare of the country as a whole.

That's our philosophy. It's not merely a collection of phrases and words. It's something that the AFL has lived right from the days of Samuel Gompers down to the present day. However, in carrying out that responsibility as citizens we're not going to neglect the prime objective for which a trade union is founded—to get for its members, to get for the workers, a fair share of the things that they produce.

I had a talk with Gen. Eisenhower about two weeks ago and we discussed many angles of

this national picture. And I made it quite clear to him that we were not going to be pushed backward if we could help it, that it would not do the country any good if the labor movement were pushed back, because you can't hurt the labor movement without hurting America.

The high standard of life that we as Americans like to boast of is directly traceable to the activities of the trade unions in this country over the last 75 years.

We didn't get decent wages because some group of employers went into a huddle and decided that they wanted to give us more—that it was good for the country—no, our competitive system prevents that.

We didn't get workmen's compensation laws, we didn't get factory inspection laws, we didn't get the protection that the workers have on the statute books of many of the states of this nation because some group of politicians sat in a room and decided that this was a good thing for the country. Yes, the politicians helped, but all of these things came from and originated with the workers in their own minds in meeting their own problems and were translated into action by the trade unions of those workers.

Credit due labor

And I say to you here today that, yes, America is a wealthy country but its wealth can only be measured by the welfare and the standards of life of its citizens. And to whatever extent America leads the world in that respect, to that extent at least the American labor movement must receive credit as making its contribution to the American way of life.

Now, the problems we face in the days ahead fall into two categories. One, of course, and the over-all problem, is meeting the threat from

overseas, the threat of world domination which we face from the Kremlin.

The second problem is to keep America's economy in such shape that it can produce the things we need to be militarily strong and to keep our Allies militarily strong, and at the same time keep the standard of life in this country as high as it's possible to keep it so that the people on the home front can make their contribution to the great cause of human freedom.

There's a great deal of talk about what the election meant to the workers, what it meant to the membership of the AFL. All I can say to you is that the election was yesterday. We didn't go in business to win elections—we go into elections and go into politics only to the extent that we think it is necessary in order to carry out our prime objective of raising the standard of life and of work of the workers of this nation.

Back at work

In this last election we didn't do too well. The fellow we supported—and I say right here and now I was proud to support him—lost. So now we've got to go on.

We are not committed to any party.

I think it's all right for the major party that is defeated, to line itself up as a party of loyal opposition. That's the custom over in England and I've heard it said that's what the Democratic Party is going to be here in this country in the next four years.

Be that as it may, that does not apply to the AFL. We are not the party of loyal opposition. We are not thinking in terms of politics until an election rolls around. We are now back at our job—our job of seeing to it that the workers of America get a fair deal, get a fair share of the things that they produce, and that we keep America as a country where unions can exist.

I expect under those circumstances to work in every possible way with the new administration, to do everything I can to help the General carry out his prime job of keeping this country safe and secure and keeping peace in the world. I expect to talk to anybody and everybody in the administration with whom it's necessary for me to talk in order that we can meet the problems that are presented to the workers of the nation.

I do not expect a crackdown on labor from the Eisenhower administration. I expect that the General will work with us in as fair a manner as he knows how and I am completely confident that he meant what he said in his campaign—that he expected to be fair to the workers of the nation as well as to all of the other people of the nation.

Ready to talk

I am ready to talk to Congressional leaders, including Sen. Taft, including Chairman McConnell of the House Labor Committee, or any other member of either party who has any interest or who can be helpful in the legislative program which we will bring into the next Congress. We're going to try to amend Taft-Hartley—we're going to see what we can do to improve it and make it more acceptable to the workers of the nation.

We're going to try to keep the controls on. We still feel that there are tremendous inflationary pressures that will be released if controls come off—and we're going to try to keep them on even though we're extremely dissatisfied with the way that wage control is now being handled.

In the present wage control picture there are 12,000 cases—meaning 12,000 negotiated collective bargaining agreements—in the hands of the Wage Stabilization Board that have still not been processed and some of them go back to last February, last March and last April.

Now that is a very disappointing situation as far as our people in the field are concerned but we still feel that there should be some control—that the economy should be controlled in this tense period. If the forces of inflation are unleashed the nation as a whole will suffer.

If the controls have failed to some extent, the answer is not to abandon the controls but to try to get controls that really work.



Some will suffer

On these things we expect to work with the government as Americans and really not as trade unionists, because—keep this in mind—if the controls go off and if inflation is allowed to run rampant, we will not be hurt to the extent that other great segments of the population will be hurt. The people living on pensions, the people living on fixed incomes and on the interest of government bonds—and there's no way of increasing their income—are the ones that are really going to be hurt.

There are thousands of white collar workers—they are going to be hurt. Yes, we're going to be hurt too—but not to the extent of the rest of the country—merely because of the fact that we are organized and we have a method and means to get our wages increased to keep up with the ever-rising cost of living.

I want to talk to you a few minutes about the merger between the AFL and CIO. I've made a statement and Walter Reuther has made a statement and there is an inclination on both sides to try to get these merger negotiations started.

However—and when you're writing on this subject I think you ought to keep this in mind—when these committees meet they're dealing with unions representing about 12 or 13 million Americans. They are not chattels. Each and every union is more or less independent and it makes its own rules and carries on its own business and neither Reuther nor I can pick up a union and say, "Now, you go over with this other union. We're going to put you together." The trade union movement is not set up that way. We don't own these unions. We charter them and they're independent and they stay chartered and they stay affiliated just as long as they go along and adhere to the rules and to the conditions under which they're chartered.

So it's not going to be an easy thing. There's going to be vested interest in jobs, there's going to be tradition of a small union that has to be blended into a larger union.

Unity necessary

We've got to meet all those conditions. I think that we're going to meet them. I think we're going to meet in a spirit of good faith and I think that unity in the labor movement is a necessity.

However, despite this feeling of good faith which I am sure is there, and despite the absence of the bitterness which has more or less faded away over the years, it still is a man-sized job to blend these two unions together, but we're going at it, we're going to tackle it, and we're going to do everything possible to bring it about.

Now, there's just one more topic I want to talk to you about and that's the work of the AFL in the international labor field. As the chairman has mentioned, I had some part in seeing to it that the AFL did not join the Soviet-dominated World Federation of Trade Unions and I also had some part in bringing about the formation of the International Confederation of Free Trade Unions, which was formed in 1949 after a good many of the free unions learned their lesson within the World Federation and left it to form a real federation of free workmen.

The AFL has long been acting in this field. We've been criticized for this. In fact, one bilious columnist has said from time to time that we had no right in this field, that when we put people overseas they're really ambassadors of the AFL and that when we have a committee known as the International Labor Relations Committee of the AFL, that really is the AFL's State Department.

I think you should keep this in mind—we have no hope of getting any members in Europe or Asia. We can't be accused of being mercenary. We're not trying to collect dues in any of these far away places.

Big interest

But we have a tremendous interest in seeing to it that there are free trade unions in every country in the world where it's possible to have them. Because in every country of the world where there are free trade unions, there must be some semblance of democracy.

There are no free trade unions in Russia. There were no free trade unions in Italy during Mussolini's time. And there, of course, were no free trade unions in Germany during Hitler's time. A free trade union and a dictatorship are just incompatible and they cannot exist in a country at the same time.

Now, why are we interested in these free trade unions? Why do we want to see Germany with a strong free trade union? Why do we

want to see Japan with a strong free trade union?

Because if those countries do have strong free trade unions, it will insure some kind of democracy and keep those countries out of the hands of the Soviet dictators and out of the Soviet orbit of influence. And to that extent we feel that we are making a contribution to the safety of our nation and to world peace.

And we have a selfish interest because we know that workers play a large part in wars. The sons of workers go to war. And the worker has to make his contribution in every possible way in order to pay for the expense of fighting a war. So we have a direct interest in keeping world peace and we feel that the best safeguard for world peace is free democratic nations, and free democratic nations can come into being through the activities of a trade union.

For instance, the present nation of Israel is actually the creation of the Israel Federation of Labor, known as Histadrut. Without the Israel Federation of Labor there would be no state of Israel today. That state, in the east, is a bulwark against Communist infiltration into that area of the world.

The AFL has its representatives in Asia. We have our representatives in Europe. They work for us, and they go around encouraging those people in every possible way to develop free trade unions—advising them and, of course, giving them some material help. We succeeded in splitting the French Confederation of Labor in 1947 after it got in complete control of the Communists—and we took away from that French Confederation of Labor about 40 percent of its membership and set up the Force Ouvriere. That was done with the help of AFL funds—and I am not ashamed to say that—I am proud to say that we took the money of America's workers and sent it over to France in order to set free from Communist domination the workers of France who wanted to be set free.

Sabotage problem

I had a long talk with Gen. Eisenhower in Paris just a year ago this month in which we went over all these questions. I didn't talk to him about military questions. I'm not qualified to talk to him about military questions. He didn't talk about military questions because



he said he had no military problems. He said that his military problem of getting an army together at SHAPE Headquarters, getting the materiel—that was quite simple, something he was doing all his life. But the problem that concerned him was the political problem in France and Italy—the two free countries of Western Europe—the problem of sabotage by Communist-dominated unions which could wreck the economy of those countries. He was talking about the kind of sabotage which would see that there was no bread, there was no milk, that there were no streetcars, no buses running in Paris on the day that war was declared, that the railroads were stopped running.

That's the kind of sabotage he was worried about, and that's the kind of sabotage he would have to cope with if the Communists controlled the trade union movement in France. And I want to say to you that our people in France, our representatives in France, worked very closely with Gen. Eisenhower and with Gen. Gruenther on those very problems. And those still are the problems we've got to think of today. In that field of endeavor Gen. Eisenhower has recognized and said at our convention that he took his hat off to the AFL for the work that it has done in Europe.

Let me give you one other instance of what we mean by this work in Europe. Back in 1945 and '46 our troops were in Western Germany.

We had a fellow over there by the name of Joe Keenan, who was a trade unionist—whom a good many of you know—and was on Gen. Clay's staff. Joe Keenan spent two years encouraging the German trade unionists who had been in exile to come back to Germany, getting them out of the concentration camps, getting them back into their homes, getting the military government to give back to these people the properties that Hitler had taken from them in 1943, getting them material help—we sent CARE packages—and today in Germany as a result of Joe Keenan's effort, as a result of

the efforts of the German trade unionists whom he helped and encouraged, we have a German Western Federation of Labor of seven million members.

German unions

And that seven million membership in the German free trade union movement is the only reason today that Western Germany is not in the hands of the Communists.

Those are the things that the AFL is doing overseas—in Italy, in France, in Asia, in South America. Those things we are doing because we think they are important from the angle of the security of our country. We think that in things like that we're really making a patriotic contribution to the welfare of our country. And despite any criticism we expect to continue in that work overseas. We are part of the International Confederation of Free Trade Unions, taking part in their work and cooperating with

them in every way in their efforts to see to it that workers all over the world band themselves together into free trade unions as an insurance against world domination by the Kremlin dictators.

I've given you just the barest outline of the things that we look forward to. We look forward to cooperation with and are ready to give cooperation to the new administration. We look forward to political action when the time comes for political action.

Yet, we are not changing our principles or policies upon which our organization is founded. We are still in business to raise the standard of life of the American worker and his family. We expect to cooperate in the international field. We're looking forward to that. And as far as you gentlemen are concerned—for myself personally I'm looking forward to a few kind words.

**Mail application (by May 10, 1953) to
Miss Layle Lane
226 W. 150th Street, 2J
New York 39, N.Y.**

APPLICATION FOR SCHOLARSHIP FOR A.F.T. WORKSHOP

awarded by Committee for Democratic Human Relations

The American Federation of Teachers has made available a scholarship of \$100.00 to cover the costs of tuition and living expenses of an AFT member attending the AFT Workshop at Madison, Wisconsin. This scholarship is awarded in the hope that it will aid the recipient in strengthening the practice of democratic human relations within his or her local and its community. It is also hoped to facilitate the development of favorable public opinion regarding labor unions and their aims. Preference will be given a candidate living in an area where acceptance of democratic human relations such as lack of bias based on social, racial, religious, or economic factors seems difficult to attain.

Name.....

Address.....

Present teaching position.....

Professional affiliations.....

Labor affiliations.....

Community activities.....

Remarks (may be a statement of reasons for application).....

THE BOOK BUS IS EAGERLY AWAITED



GLOBE PHOTOS

This Bookmobile, or Book Bus, owned and operated by the Queens Borough Public Library, Queens, N.Y., is an important educational instrument, for it brings approved reading material directly to the children of this area. The versatile C-31 bus model shown here is made by the ACF-Brill Motors Company, Philadelphia.

The Washington Scene

By SELMA BORCHARDT, AFT's Washington Representative

IN keeping with our formally adopted program, we shall actively interest ourselves in the following:

1. *Federal aid for public school teachers' salaries*

Senator James Murray has agreed to introduce for us in this session a bill to provide aid for public school teachers' salaries. A copy of the bill prepared by us for this purpose two years ago was included in the *Washington News Letter* dated September 24, 1952.

2. *Federal aid for public school buildings*

Senator Humphrey will reintroduce his bill on this subject. We may well be proud of our fellow AFT member. His bill will contain all the safeguards for which the AFT and the AFL stand: equitable distribution within and among the states, sound building standards, and fair labor construction standards.

3. *Federal aid for scholarships and loans*

Senator Murray has assured me he will reintroduce his bill on this subject. A Republican co-sponsor will be sought.

4. *Funds for "federally impacted areas"*

New substantive legislation is needed to keep this emergency building program alive. The legislation which provides funds for "services" for federally impacted areas runs until March and must then be renewed. We shall have many very good sponsors in both the Senate and the House.

5. *Social security*

We stand where we stood before—for an opportunity for teachers to have the additional

benefits of federal social security *if they so vote in a secret ballot*. We urge definite safeguards in the law, to make sure that the present state and local law will be preserved.

6. *Exemption of teachers' pensions from income tax*

The AFL will work with us in trying to get for all public employees' pensions, up to a certain maximum, the same consideration that is given now to other "specialized groups."

7. *"Oil for the lamps of learning"*

At this moment, there is little chance of obtaining legislation to provide that revenues from off-shore oil be used for federal aid to education. Senator O'Mahoney, who fought against turning over to the oil companies, by way of the states, the off-shore oil lands which the U.S. Supreme Court said belong to the federal government, was defeated in the fall election. Senator Hill will fight on, since he believes in our public schools and wants the available 40 to 50 billion dollars from off-shore oil lands for our schools.

8. *Health services for children*

Senator Paul Douglas, another AFT member who gives us cause for pride, will reintroduce his bill in support of better services for children. I fear, however, that the A. M. A. will kill it again.

9. *Aid to fight juvenile delinquency*

Among the specific suggestions and recommendations made at the Children's Bureau Conference on Juvenile Delinquency were several that we can help to implement:

a) Re-constitution of State Conferences on Child Welfare.

b) Development of a coordinated state plan which would serve the children of the state in many fields, and implementation of such programs at the state and coordinated national level.

c) More nearly adequate means to implement the provision in the Social Security Law to help prevent juvenile delinquency.

This is a summary of the "Washington News Letter" of January 3, copies of which have been sent to the officers of AFT locals. Consult your local president for a full report of this and later issues of the News Letter and for other reports from Washington. A limited number of additional copies of the News Letter are available from the AFT national office for local officers.

10. *Protection for migratory labor, especially for the children of migratory families*

Last year Senator Humphrey led the fight to protect migratory workers' families. This year he will again sponsor legislation for this purpose.

11. *Adequate appropriations*

It is essential that adequate appropriations be made for the agencies which implement the

programs which we support. The Children's Bureau and the Office of Education have specific programs which concern us directly.

12. *Support of our program for international cooperation*

We shall continue our program for international cooperation, with most active support for such agencies as UNESCO, UNICEF, ILO, and MSA.

Bluejacket Diplomats Visit Japanese High School

By HATCHER P. STORY, Lt. Cdr. USNR

JAPANESE schools show increasing influence of Western ways upon their activities. The seven years of occupation have brought changes which the faculties approve and which the students and parents enjoy, while still retaining important traditions of the Orient to which they are devoted.

A literate people

Japan has an important basic requirement for a democracy—a literate people. If not the most literate nation in the world, then certainly they rank close to the Scandinavian countries. This fact is a tribute to an educational system of successful compulsory primary education which was put in force by Emperor Meiji in 1890.

The guiding principles of this educational system, however, were based on Confucian ethics justifying the inequality between superiors and inferiors. Though this system developed a literate nation, it became evident to the Occupation forces that these principles could not continue to dominate an educational system in a democratic state.

From the school system which had a new beginning under the Occupation, future leaders are getting an early introduction to democracy. The Education Law, Law No. 26, of the Occupation forces provided for a 6-3-3-4 school system throughout the country. The system consisted of six years of primary school, three years of middle school (junior high school),

three years of high school, and four years of university. The adoption of this system made it possible for all qualified students to go to a university if they desired. In this respect the plan agrees with Thomas Jefferson's ideas of education.

Japan is no longer an occupied country. Since April 28 of this year, Americans who are stationed here or who enter port on infrequent occasions are here as guests of the new Japan rather than as an occupying force. The occupation forces Education Law No. 26, dated 1947, would no longer apply. While in Japan, I was interested in visiting a high school to see what was being done there in contrast to what the former occupation law had required.

At the Service Men's Club near the Fleet Landing I requested directions to South Sasebo High School from a waiter. This young man volunteered the information complete with diagrams and added such minute details that I was led to believe he had been a student there.

A waiter earns more than a teacher

Upon questioning him further he added that he had not been a student, but he had been a teacher there for several years before giving it up for his present job. He made considerably more as a waiter than the thirty to fifty dollars paid teachers each month.

I arrived for my first visit shortly after school was dismissed at 3:00 o'clock on Saturday (yes, they attend school six days a week).

The school grounds extended over ten acres and were spotted with typical school ground activities. A baseball game was started at one end, soccer was being played at another end, the track team was being timed in the 100-yard dash, and there was the usual pushing and shoving under the basketball goals as the team without jerseys (skins) tried to score over those wearing blue jerseys.

Ichimaru Hideo, the principal, was a gracious host who spoke English well. He informed us that there were 1040 students in the high school and 2000 students in the elementary and junior high school. From him we soon learned that the high school curriculum here was very much like that of a high school in the States. Chemistry, history, math, Japanese, music, Chinese, Classics, English, physics, biology, sociology, physical education and home economics were taught. Each student took from nine to eleven subjects each day. English is not a required subject, but of the 1040 students enrolled more than 600 took English. Russian was not taught.

Truancy no problem

Compulsory education in Japan extends for nine years or through junior high school. Eighty percent of the students passing junior high school qualify to continue into high school. In high school a monthly tuition fee of 250 yen (70 cents) is required for each student. Ichimaru Hideo was proud of the fact that the average daily attendance for the year was in excess of 98%. Truancy was not a problem here. One explanation is that the work at school is easier than the work required of children who assist at home.

Mr. Hideo directed us to the auditorium where the band was playing "Come Back to Sorrento" with youthful enthusiasm. In a far corner of the auditorium a 14-year-old girl was diligently practicing on a Grieg Concerto. Amid all of this, a team of students was busy sweeping and scrubbing down the auditorium. The school has no janitors—the students keep it clean.

In passing through the halls on our way to the gym we were introduced to Memeru Koga, one of the English teachers. He accompanied us to the gym, where the tumbling team was undergoing rigid training. In the same room the girls' modern dance class was practicing. In a country where women are not put

on a pedestal it was interesting to see that the boys did move the parallel bars to the side so that the girls could demonstrate their grace, poise, and dancing ability for the benefit of visitors. I commented to Hideo that such a gesture of chivalry by the boys was commendable, and with an understanding smile he eyed the boys seated on the side and added, "They're smart—just an opportunity for them to rest." When the dance was completed, we applauded with sincere enthusiasm for their demonstration, and the dance class responded with a gracious Oriental bow of acknowledgment.

Fair wrestling between gentlemen

In another wing of the building, a recently completed annex, equipped with a bamboo floor especially designed for judo, a class of wrestlers were rapidly approaching exhaustion. I, at first, referred to this as jujitsu, but Hideo corrected me, "Jujitsu is very scientific wrestling; judo is fair wrestling between gentlemen." Here they taught judo.

We returned down the hallway, passed well lighted rooms, equipped with a public address system, well stocked with teaching aids. The chemistry, physics, and biology labs were fully equipped with supplies and students were busy with experiments even though school had been dismissed for almost an hour. Students were making use of the "dark room," so marked in English. Hideo informed us that other English signs throughout the building were a project of the English classes.

Cheerful enthusiasm

The activities were well organized and we were impressed by the cheerful enthusiasm of the students participating. When I asked if these activities were carried on between 8:00 A.M. and 3:00 P.M., Hideo was definite in emphasizing that these were after-school activities. "During school hours, we study!" At least the principal is of that impression.

The faculty is composed of 59 men and 8 women. I asked if, in keeping with the policy following the occupation, any teachers were dismissed because they were "active exponents of militarism or ultra-nationalism" or if any "anti-militarist were given preference in reappointment" as teachers in this school, as required by the Occupation authorities. Hideo said it was not necessary to do either in this school.

Co-education in high school is a result of occupation influence. The principal stated that this new policy brought additional problems but that they were rapidly adjusting themselves to the new system. Sigetire Yamaguti, the president of the student body, and Miss Megumi Noda, first helper or vice-president, joined us in our tour of the building. These two were elected to the student office by vote of the student body, a democratic innovation. Each one has a fine school record and is a definite leader for the future.

Clubs for exercise and clubs for culture

Miss Mituko Okubo, another of the teachers of English, informed us that the school club program was divided into two groups—clubs for exercise and clubs for culture. Each group had many sections. For example, the clubs for culture included choruses, band, dramatics, debating, art, etc. Miss Okubo seemed pleased with the fact that in her English Club a number of her students were corresponding with high school students from Denver, Colorado.

Report cards are used with a grading system consisting of Japanese symbols meaning excellent, very good, good, fair, or poor.

There is no cafeteria or lunch room for the pupils. All students bring lunches consisting for the most part of fish, rice and a vegetable.

A few days later we returned to the high school to observe one of their scheduled PTA meetings. The growth of this organization was another result of the occupation of Japan by Allied Forces. At this afternoon meeting about 400 parents and teachers were making plans for the coming school year. When all business had been cleared, proud parents with sleeping babies strapped to their backs listened to the band and chorus present a varied program of both Western and Oriental music. This was followed by a native dance as interpreted by the modern dance class. Most PTAs in the States would have been proud of the attendance and the program presented.

Introducing football

Four sailors from the *USS Juneau*, in port from Korea, who had viewed the activity on the athletic field of the high school while on a sightseeing liberty, felt that football should be added to the list of sports. These sailors formerly had played football "back home" and were interested in seeing football started here. A few days later these Bluejacket diplo-

mats purchased a football and came out to the high school to present it to the coach and players in an effort to add the pleasure of another great American sport to the list already enjoyed by the Japanese. The lack of adequate equipment prevented full scale scrimmage; however, by reducing the team to six men, some of the speed, deception, and other requirements of the game were retained in "his beginners' game of "touch."

The coach, Hidetoshi Temeyri, was interested in the rules which were explained to him by Jim Landsberry, seaman, USN, from Driggs, Idaho; Bernie Nevins, seaman, USNR, of Des Moines, Iowa; Jimmy Edwards, ship's serviceman, first class, USNR, of Amarillo, Texas; and Charles Lehman, seaman, USN, of Glendale, Missouri. They gave the coach and players a vivid description of the "color" which was a part of every Saturday afternoon game back home. The coach thought that by the next time the *USS Juneau* made port he might have two teams ready to take the field for a Saturday afternoon game. He said he would try to make the afternoon complete with a band as well as cheerleaders.

To many servicemen, to be away from home during football season makes distance seem twice as far, but perhaps there will be football activity here in Sasebo soon. Even though the signals might not be understood by American servicemen, the game itself will be a language that most Americans will understand and will enjoy.

A better understanding

This visit of the high school gave all of us a better understanding of the Japanese people and their preparation towards a democratic future.

Though high school students will retain the traditions of sandals (Zeri) in the building and a lunch of fish and rice, many of the methods used in high school are as American as high heels, swing music, and western movies.

The eagerness of "faces looking up holding wonder like a cup" left visitors with admiration for their enthusiasm and hope for success in their struggle for a better future. A nation of literate people, with energy, and a school system growing along the lines of a democratic society, with the encouragement of interested Americans, should produce leaders who in the future will add prestige to a new Japan.

AFT Executive Council Action

A full report of all action taken by the AFT Executive Council at its meeting of December 28-30 is being sent to the presidents of all AFT locals and state federations. We present here a summary of some of the most important action.

THE 1953 AFT convention will be held in Peoria, Ill., August 17-21. This decision was made at the December meeting of the AFT Executive Council. John Fewkes, of Local 1, Chicago, was named chairman of the Council's convention committee; other committee members are Arthur Symond, of La Salle, Ill., Mary Wheeler, of the West Suburban Local, Ill., and William P. Swan, of Gary, Ind. AFT President Carl Megel and AFT Secretary-Treasurer Irvin Kuenzli are ex-officio members of the convention committee.

AFT Vacation Seminar at Madison, Wis.

Another decision made at the December meeting was that the tenth annual AFT Vacation Workshop will be held at the University of Wisconsin School for Workers, Madison, Wis. As in past years, the AFT will sponsor a workshop scholarship, to be awarded by the AFT committee on democratic human relations (see page 16 for an application blank).

Integration of locals

One of the important subjects considered at the Council meeting was the implementation of a convention resolution concerning the integration of the AFT locals in Washington, D.C. On this subject, Vice-President Selma Borchardt made the following statement:

"I would call attention to the fact that in keeping with the spirit of AFT's general philosophy and convention action, very definite steps have been taken and further steps are being taken to unite Locals 8 and 27 into a non-segregated teachers' local. We definitely expect to have a united, non-segregated local in Washington for the classroom teachers by the next convention, such action being voluntary, . . . for we recognize that the constitutional means would have to be observed in all matters.

"I would further point out that . . . no convention can mandate action contrary to the constitution—that actually Local 867 is an independent but integrated local and, functioning as an integrated local, it is meeting the purpose and intent of the action of the convention which sought to eliminate segregation, and that, therefore, the Executive Council recognizes that point and directs the Secretary-Treasurer to inform Local 867 that it is glad that the local functions as an integrated local and hopes that the other two

locals will soon function under one constitution as an integrated local. . . ."

Amendments to the AFT constitution

A motion was adopted that an amendment proposed by the Empire State Federation of Teachers be submitted to the 1953 AFT convention as a special order of business on the afternoon of the second day. This amendment would provide that "in any AFT election where ballots contain three or more parallel positions to be filled by voting for three or more names from a nominated panel, any ballot naming less than two-thirds of the required number of elected persons shall be declared void."

The Council voted to recommend an amendment which would provide that proposed amendments would be sent to the AFT secretary-treasurer at least *five months* before the convention, instead of six weeks, as at present, and would be sent by him to the locals at least *four months* before the convention, instead of only one month, as at present.

AFT insurance program

A report on the status of the AFT insurance program included the following statement:

"At the present time, we have enrollments from 55 different locals scattered throughout the country, with some of the locals nearing the required percentage for acceptance of all members regardless of health condition. Other locals have requested supplies, which have been sent. In addition to the members who have already been enrolled, we have a number of applications that are being held to go into effect, at the request of the various applicants, at various future dates, when certain individual policies terminate. Another group being held are applications from uninsurable members who will be accepted regardless of health condition as soon as their particular local reaches the individual group percentage requirement.

"Judging by the keen interest shown by a large number of locals, it would appear that this program is well on its way to provide the degree of coverage not usually available to smaller groups."

Income tax deductions for teachers' training expenses

It was pointed out that there can be no court decision regarding the exemption of teachers' full training expenses, *per se*, as a means of maintaining professional status unless a specific

case is taken to court, since the court decides on the basis of specific cases only and not on abstract issues. The following recommendation was, therefore, adopted:

"That the AFT inform all teachers that in reporting their incomes for tax purposes, a full and honest report of the figures should be made; that any teacher who took any training anywhere, whether required by law or not, 'to maintain a professional position,' who wishes to test the right to deduct funds so expended may do so and realize that the teacher must then

decide whether he wishes to appeal that decision or wishes to pay the amount the Bureau orders paid, including the interest.

"If he decides to appeal, and so reports to our national office, we shall ask our General Counsel to examine all cases so reported and determine which is the best case on which to make a test.

"Teachers should be fully aware of two points: (1) full and true reports must be made; (2) interest runs on the amount not paid from the day it is due until it is paid, unless refusal to pay is upheld by the courts."

Get Acquainted with Your Executive Council

JESSIE BAXTER, Local 910, *Lincoln Park, Michigan*

President of the Michigan Federation of Teachers and executive secretary of Local 910. Two terms on the AFT Executive Council. Delegate to the Detroit & Wayne County Federation of Labor and Michigan Federation of Labor, and a member of the Michigan Public School Employees' Retirement Board.

GEORGE BEACOM, Local 238, *Minneapolis, Minnesota*

President of Minneapolis Federation of Men Teachers, Local 238, for 3 years, and at present member of the Executive Board. Delegate to Minneapolis Central Labor Union for 7 years; to AFT National Convention, 4 years; to Minnesota State Federation of Teachers, 7 years. Chairman of the first and second educational conferences in Minnesota which eliminated the necessity of attending educational conferences sponsored by company unions.

SELMA BORCHARDT, Local 8, *Washington, D.C.*

Classroom teacher at elementary, high school, and

college levels. AFT vice-president and Washington representative for twenty years. Vice-president for the Americas, World Federation of Education Associations, for nine years. Chairman, subcommittee on public education and child welfare, AFL committee on education. Member of the bar of the U.S. Supreme Court.

ARTHUR ELDER, Local 231, *Detroit, Michigan*

AFT Executive Council member from 1938 to 1951. For many years president of the Michigan Federation of Teachers. On leave from the Detroit public schools. Teaches in and directs the Training Institute for the International Ladies Garment Workers Union. AFL tax consultant. Chairman, AFT Commission on Educational Reconstruction.

JOHN M. FEWKES, Charter Member, Local 1, *Chicago, Illinois*

Teacher of health and physical education, Chicago Public High Schools, since 1922. Member of the AFT



AFT EXECUTIVE COUNCIL AT ITS DECEMBER MEETING IN CHICAGO **Clockwise around the table:** Ann Maloney, Arthur Elder, John Fewkes, Arthur Symond, Veronica Hill, Cecile Oliver, Jessie Baxter, Lena Hults (AFT office manager), Carl Megel, Irvin Kuenzli (AFT secretary-treasurer), Joseph Landis, Selma Borchardt, Mary Wheeler, George Beacom, Raymond Peck, Kathleen McGuire, William Swan, Charles Stahle.

for 24 years. President of the Chicago Teachers Union for 10 years. Vice-president of the AFT for 6 years. President of the AFT 1942-43. Delegate to AFT conventions since 1937, with exception of one year; to all conventions of Illinois State Federation of Teachers, save one; and to AFL conventions for 8 years. Delegate to the Chicago Federation of Labor for 13 years. Chief of the Industrial Health and Safety Section, Labor Division of the War Production Board, 1944-45. Has served on the Boards of Directors of numerous civic organizations in Chicago and in the State of Illinois. Legislative representative of the Chicago Teachers Union in the Illinois General Assembly since 1937 and appointed by the president of the Illinois State Federation of Labor to the State Advisory Committee on Education, where he officially represents the Illinois State Federation of Labor. Listed in *Who's Who* and *Who's Who in Labor*.

VERONICA HILL, Local 527, *New Orleans, Louisiana*

President of her local. Delegate to the New Orleans Central Trades and Labor Council. Member of the education committee of the Louisiana Council for Political Education. Only Negro classroom teacher on the first salary advisory committee set up by the Orleans Parish School Board and the first Negro to serve as election commissioner for the Teachers' Board of Retirement. AFT vice-president, 3 years.

JOSEPH LANDIS, Charter Member, Local 279, *Cleveland, Ohio*

High school teacher for 35 consecutive years. President AFT, 5 years; vice-president, 2 years. Member, Executive Board, Ohio Federation of Teachers, 12 years. President, Local 279, 4 years. Delegate to Cleveland Federation of Labor, 15 years; AFT conventions, 15 successive years; AFL conventions, 5 years. Currently, member AFT Commission on Educational Reconstruction. Trustee, Cleveland Teachers Union. Director, Cleveland Teachers Credit Union. Chairman, Cleveland Federation of Labor Education Committee. Delegate to 3 U.S. national conferences of the U.S. UNESCO Commission. Labor advisor UNESCO Conference, Mexico City, 1947. Worked for educational legislation, Washington, D.C., and Columbus, Ohio.

ANN MALONEY, Local 4, *Gary, Indiana*

Elementary teacher. B.S., M.A. Trade union experience, 19 years. Past president, Gary Teachers Union; past president, Indiana Council of Teacher Unions. Full-time representative of the Indiana teachers' unions at four sessions of the Indiana legislature. Chairman of the National Committee of the AFT on Academic Freedom and Teacher Tenure, serving the national organization in the defense of teachers all over the nation, 8 years; AFT vice-president, 3 years.

KATHLEEN MCGUIRE, Local 502, *Anaconda, Montana*

A social studies teacher in the junior high school. Past president of her local and State Federation of Teachers. Active in the city and state Federation of Labor. AFT vice-president, 4 years.

CECILE OLIVER, Local 111, *Portland, Oregon*

A high school teacher of English. AFT vice-presi-

dent, 4 years. Past president of Local 111. Active in the Central Labor Council and the State Federation of Labor. Organized Oregon Federation of Teachers this year and served as its first president.

RAYMOND R. PECK, Charter Member, Local 538, *Columbus, Ohio*

Classroom teacher of mathematics for 30 years. Past president of Local 538 and of Ohio Federation of Teachers. Currently, executive secretary of the Ohio Federation of Teachers; legislative representative for the Ohio State Federation of Teachers; educational representative for the Ohio State Federation of Labor; member of AFT legislative commission. Delegate of the Ohio Federation of Labor to a UNESCO Conference. Ohio State Federation of Labor representative to Miami, Ohio, and Kent, Ohio, workshops. Member of Ohio State Federation of Labor's Committee for Constitutional Convention. Executive Board of Ohio State Society for Adult Education.

CHARLES J. STAHL, Local 1019, *Lawrence, Massachusetts*

Elementary school teacher. Trade union experience, 14 years. Son of a union official. President of Local 1019, 4 years; financial secretary of Local 244, 10 years; president of Massachusetts Federation of Teachers, 2 years, and delegate, 14 years. Delegate to Lawrence Central Labor Union, 14 years; to 4 AFT conventions; to Massachusetts Federation of Labor, 2 years.

WILLIAM SWAN, Local 4, *Gary, Indiana*

Physical education instructor, Roosevelt High School, Gary. M.A., Phi Delta Kappa. Trade union experience, 15 years. Past president of Local 4, and member of Local 4 Executive Board, 7 years. Active in salary negotiations and union insurance. Delegate to Central Labor Union for 10 years and to Indiana Council of Teacher Unions, 10 years. Currently vice-president of the Indiana Council of Teacher Unions; delegate to the Lake County Council of Teacher Unions, 3 years. Member of board of directors of Campbell Friendship House and of the Gary Community Chest.

ARTHUR F. SYMOND, Local 580, *Tri-Cities Local, LaSalle, Illinois*

Social science high school teacher. Secretary, Local 580 for 3 years. Committee chairman of local, 8 years. Secretary of the Illinois State Federation of Teachers, 4 years; Chairman, State Federation Defense Committee, 2 years. Chairman, State Federation Organization Committee, 1948. Participated actively in defense of tenure in Oglesby Tenure Case. Delegate to the LaSalle-Peru-Oglesby Trades Council continuously and a trustee for 3 years. Attended the 1946 AFT Workshop and represented his local at 6 AFT conventions. AFT vice-president, 1951.

MARY WHEELER, Local 571, *West Suburban Local, Illinois*

A teacher of physical education in Maywood. Past president of her local and of the Illinois Federation of Teachers. Active in the labor bodies. Developed collective bargaining between her local and the school board. AFT vice-president, 4 years.

"When we can live together in understanding and tolerance and compassion and in the hope that we may be able—enough of us—to love our neighbor no matter what his race, religion, color of skin, ideology or economic or social group, we will no longer be found in the ranks of man's last enemy—himself."—DR. BROCK CHISHOLM, Director General of the World Health Organization of the United Nations.

THE Human Relations Front

by Layle Lane

Chairman of the Committee on Democratic Human Relations



DEBITS —

The December blood donor campaign in Dade County, Florida was abruptly brought to a halt when it was learned that the Defense Department's blood handling contract prohibited racial segregation. Following Dade County's refusal to handle donations from Tampa, St. Petersburg, and Clearwater, the chairman of the Tampa Red Cross Blood Bank, A. Musselman, resigned as a protest against "the hundreds of pints of blood that will be lost to our soldiers overseas as a result of this situation."

The National Child Labor Committee, in commenting on the stamp honoring newsboys, said: "The National Child Labor Committee joins in paying tribute to the enterprise of the children who deliver our papers; but it believes that a more fitting recognition of their services would be to accord them the same protections given to school children employed in other forms of part-time work."

"Most newsboys work under the 'little merchant' systems—a subterfuge devised by the papers to avoid the status of employee for those who deliver their product. As a 'little merchant' the newsboy is alleged to be an independent contractor, and as such has been held by the courts in many states not to be covered by the workmen's compensation laws or even child labor laws."

A study of *A Student's Handbook of the Norfolk Public School System* released by the Norfolk School Board reveals that in 1950-51 the school board spent approximately \$19 more for the education of the white child in the elementary schools than for the Negro, and \$35 more on the secondary level. There are also available for the white high school graduates, on the basis of scholastic ability, 10 scholarships of \$107 each for attendance at the Norfolk Division of the Polytechnic Institute of William and Mary College. No similar scholarships are available to Negro students.

CREDITS +

The Ford Foundation has established a program of fellowships for study of the cultures of Asia and the Middle East. The program is intended "to meet a need for more American men and women at home and abroad who are trained in business, education, government, agriculture, labor relations, communications, and other professions and who have an understanding of the cultures and problems of the areas specified."

When the congregation of Temple Israel, in the Bronx, N.Y., was forced to find a new home because its former place of worship was torn down to make way for highway construction, an Episcopal church near by offered the use of its parish house till next June, when a new temple is to be completed. An interfaith meeting for persons of all denominations was held to initiate the cooperation of the two religions.

West German toy makers, along with other German citizens, sent ten tons of toys to be distributed to orphans and underprivileged children in the United States. The gift was a token of appreciation for similar donations to the needy children of Germany. The German consul in New York, Dr. George Kraus, in making the presentation said he hoped "American orphans would have as much joy and happiness as American gifts have caused German youth."

The American Jewish Tercentenary Committee has been formed to organize a nation-wide celebration in 1954-55 to commemorate the 300th anniversary of Jewish settlement in the United States. David Bernstein, in accepting the chairmanship of the committee, remarked: "We hope that our fellow citizens of every faith will help us make this celebration truly nation wide. We see the Tercentenary as a kind of birthday party in which all the rest of the American family will join."



BOOKS AND TEACHING AIDS



Progressive education explained for parents and teachers

WHAT IS PROGRESSIVE EDUCATION? By CARLETON WASHBURNE. John Day Co., New York, N.Y. 1952. 155 pp. \$2.50.

It is indeed refreshing to find a book which, without even one look over the shoulder to see if Zoll is listening, proceeds to talk about Progressive Education, with or without capital letters. Mr. Washburne, in writing simply, logically, and sincerely, has done the whole movement—named or unnamed—a good turn. For it is a hopeful sign for education, in the teeth of bigger and better attacks in the foreseeable future, that a book comes forth which uses the word progressive, unequivocally, unapologetically, and proudly. If for nothing else, due honor must be given for that. The administrative milquetoasts who fear attack only a little less than they fear the loss of their jobs should find this book a fine potion for the straddle sores gained at P.T.A. meetings or even—who knows?—Senate investigating committees.

The potential readership, it seems to this reviewer, will fall in three categories: first, as has been suggested above, the administrators who need ammunition to ward off attack; second, those for whom the book is professedly written, the parents who are genuinely and sincerely interested in the best education for the children; and third, the numerous teachers of this country who still have no idea as to what progressive education is, or are so confused about its character that they might as well know nothing.

But whatever the opinion of this reviewer may be, the author states that the book is intended for parents, and proceeds to write for that particular audience. Notably, the absence of educational jargon is interesting. Yet with that absence, there is no evidence of "talking down" to parents. Indeed, the argument is built, step by step, chapter by chapter, without dodging any of the controversies, nor cutting important corners. One chapter towards the end is as friendly, as comforting a piece of family counselling in a few pages, as can be found anywhere. Mr. Washburne quite brilliantly succeeds in communicating with his intended audience.

But whether so intended or not, this book could be exceptionally helpful to puzzled, hostile teachers. The progressive teacher does not need it, unless perhaps to bolster himself during a particularly trying time or to use as gifts for less progressive brethren. But the teacher who wonders whether he is or is not a pro-

gressive teacher could do well to spend the hour and a half required to read this book. It could be a most clarifying experience. For the hostile and antagonistic teacher, the same effort might reveal how utterly unfounded was his hostility. But, in any event, whoever has the interest necessary to read this simple, small book will find his own progressive ideas enforced and his understanding of progressive education enhanced. With more and more books like this one, more and more people will see what those of us who believe so strongly in democracy AND education are talking about.

JEANNETTE VEATCH, *Local 2, New York
School of Education, New York University*

For timely reports on UN activities and decisions

The *United Nations Bulletin*, official fortnightly news magazine of the United Nations, offers its readers an objective account of the work of the UN and its related agencies throughout the world. Thousands around the globe depend on its timely, impartial reporting, its maps and pictures of important events and key areas, and its exclusive articles by world leaders. It provides a report free of prejudice and partisan interest, an unbiased record of the universally important activities and decisions of the UN—and leaves the reader to form his own opinion.

The cost of a year's subscription, including 24 issues, is \$4.50. Orders should be sent to International Documents Service, Columbia University Press, 2960 Broadway, New York 27, N.Y.

A pamphlet describing forty Girl Scout projects

Forty Ways to Fun and Service is a pamphlet describing some of the projects through which Girl Scout troops all over the nation are carrying out their program of service, good citizenship, and learning by doing. The projects are grouped under five heads: (1) "To Help Other People at All Times"; (2) Friends at Home and Abroad; (3) Citizenship in the Community; (4) Nature and the Out-of-Doors; (5) "To Help Girls Realize the Ideals of Womanhood."

Teachers may find in this material a graphic demonstration of the ways in which Girl Scouting supplements the work of the educator.

This 39-page pamphlet, Catalog No. 19-315, may be obtained for 25 cents from the Girl Scouts of the USA, 155 East 44th Street, New York 17, N.Y.

Cooperatives—What they are doing and what they hope to do

THE COOPERATIVES LOOK AHEAD. By JERRY VOORHIS. Public Affairs Pamphlet No. 32, Public Affairs Committee, 22 East 38th Street, New York 16, N.Y. 1952. 32 pp. 25 cents.

Cooperatives as a type of economic organization are steadily growing in the U.S. today, especially in rural areas, where they supply 20-25% of major farm needs, writes Jerry Voorhis, Executive Secretary of the Co-operative League of the U.S.A., in this recent pamphlet.

"Ten million families are members of some form of cooperative," states Mr. Voorhis in this revealing summary of facts and figures on a method of business enterprise about which even members themselves frequently have misconceptions.

Though the American city dweller may think only of cooperatives as "something they have in Scandinavia," actually the U.S. probably has a broader diversity of cooperative enterprises than any other country.

A cooperative comes into existence when people invest their money not to sell goods or services to others but to furnish them for their own use. By joining voluntarily together to pool their capital investments they own, control, and patronize their own enterprise.

The result of such personalized production and patronage is quality at lower cost. Though cooperatives usually sell their goods at market price, members profit from patronage refunds distributed in proportion to their purchases. Cash trading also helps keep prices down.

Since cooperatives exist to meet the needs of the people who form them rather than to provide a high return on invested capital, they adhere to several cooperative principles. Each member-owner casts one vote, regardless of the number of shares held. Invested capital receives a "fair but limited" return of around 4% a year. Net savings are returned to members at the end of an accounting period as patronage refunds. Cooperatives also make a practice of open membership and political and religious neutrality.

Continuous education of members as well as the general public is essential to the growth of cooperatives, Mr. Voorhis points out.

Public understanding is particularly essential to allay some misconceptions about cooperatives. Far from being tax-exempt, as many have thought, cooperatives pay all taxes, including federal corporation income taxes, at the same rates that apply to other businesses. Similarly they are subject to "double taxation" of dividends. Co-ops are increasingly putting more and more emphasis on the training of competent management, recognizing that, like any other business, they require skilled leadership. More efforts are being made, too, to inform members, who all too frequently subscribe to the cooperative "on faith," without a full understanding of the principles involved.

Among examples of cooperative enterprises mentioned by Mr. Voorhis are credit unions (doing about 12% of the small-loan business of the nation) and cooperative health plans. Farm supply cooperatives

supply about a fifth of the fertilizer, 16% of the petroleum, a fourth of the mixed feeds used on farms. Rural electric cooperatives have been largely responsible for bringing electricity to 90% of all American farms, he says. He mentions as examples of business-owned cooperatives the Railway Express and the Associated Press. Cooperative-minded mutual insurance companies are serving a fast-growing number of policyholders. In cities cooperative home ownership is increasing.

The full influence of cooperatives will be felt when a larger proportion of the 10,000,000 families involved realize the full significance of the movement and work to perfect the functioning of the dynamic enterprises they own, says Mr. Voorhis.

Two more pamphlets in the Intergroup Education series

The National Conference of Christians and Jews recently issued two more pamphlets in its Intergroup Education series.

Group Processes in Intergroup Education summarizes the major available facts about group process and sets forth in clear language a number of practical group work methods that will be useful in the classroom. The author, Dr. Jean D. Grambs, is a specialist in educational sociology at Stanford University and is also well known for her work in educational methods. She is co-author of *Modern Methods in Secondary Education*, published last year and adopted as a text in over 50 universities and colleges.

The second pamphlet, *Teachers and the Community*, was written by Harry Bard, curriculum director in the Baltimore Public Schools. It tells the story of what one important American city has done through inservice education to help its teachers arrive at new understandings of group life and relationships in the local community. In five years the program for teachers "reached out into the classroom, the school, the neighborhood, and the entire city. Changes affected teachers' backgrounds and attitudes, teaching content, methods, and curriculum. Finally, this same program helped more understanding teachers and community leaders to build a better Baltimore."

Both pamphlets are genuine contributions to the field of intergroup education, for they provide simple but authentic materials that will be useful in opposing bigotry and prejudice wherever education encounters them.

Films and filmstrips

YOUNG AMERICA FILMS. 125 new 16mm. teaching films. 1952-53 list. *Young America Films, Inc.*, 18 East 41st St., New York 17, N.Y.

YOUNG AMERICA FILMSTRIPS. 340 new filmstrips for use in elementary schools, high schools and colleges. 1952-53 list. *Young America Films, Inc.*, 18 East 41st St., New York 17, N.Y.

FILMS FOR LABOR. American Federation of Labor. *Workers Education Bureau*, 724 Ninth Street N.W., Washington 1, D.C. Second edition. 1952. 29 pp. 25 cents.



news from the LOCALS

Inkster Federation attracts 99% of teachers

1068 INKSTER, MICH.—Ninety-nine percent membership! This enviable record, attained by the Inkster Michigan Federation of Teachers, Local 1068, has attracted community and state recognition of the potentialities of a well-organized teacher group. Although it maintained a membership of the majority of the teachers since its inception three years ago, a membership drive, stemming from a discussion spearheaded by Mrs. Jessie Baxter, president of the Michigan Federation of Teachers, at its October spaghetti supper, was overwhelmingly successful in drawing most of the teachers into its ranks.

The phenomenal growth of such a comparatively youthful local can be attributed to the fact that the teachers realized that the best way to secure conditions essential for their professional service was through or-

ganization. By campaigning vigorously, the union was able to obtain tenure; by carefully studying the financial conditions of the local school district, they were able to negotiate for pay increases; and by carrying out their philosophy that the function of the teacher is not only formal instruction but also an appreciation of the needs of a community, they have encouraged better relations between teacher and parent.

The officers, Mrs. Lorraine Patterson (president), Arthur Meek (vice-president), Barbara Birch (secretary), and Lucy Hill (treasurer), also attribute the success of the union to the diligence and splendid cooperation of the building representatives, the committees, and the membership as a whole, all of whom have worked faithfully on every task that has come before them.

California convention hears inspiring talks

The recent convention of the California Federation of Teachers at Pasadena was happy to welcome representatives from their newest local—the one formed among the university faculty of the University of California at Los Angeles. President Ben Rust reported that AFT membership in the state is higher than ever before. Among the other achievements of the CFT, the president reported, is the employment of a legal adviser for work at the state legislature.

Mrs. Iva Marie Cooper, vice-president of the CFT, stressed the need for a positive program, not a program of hostility toward or condem-

nation of other groups. She further emphasized that the "best recommendation for the union is a good job of classroom teaching."

The principal speaker at the banquet was AFT vice-president John M. Fewkes. His topic, "What Makes Chicago Tick?", was one with which he, as president of Local 1, is most familiar. He recalled that the Chicago Teachers Union is the product of adversity. But from the need for a unified voice during "payless pay days" the local has developed into the largest teachers' union in the nation, with its own lawyer, its own publication, a \$2,500,000 credit union, and many services to members.

Hometown? What's that?

1037 LYNN, MASS.—Bob Alberg, member of 1037, is teaching in a "dependents" school in Fontainebleau, France. A quotation from his letters reveals some observations of interest. "I teach my class all subjects, and it's very educational—for me, that is. All these years I've been wondering why you turn a fraction upside down when you divide by it. Now I know. . . . The students are pretty smart, but they have lived in so many places and gone to so many schools that there are big chunks missing in the various disciplines. The first day of school I asked them to write a composition about their home town, but they found it a difficult assignment, because they couldn't make up their minds just what place is their home town. Many of them decided that where their grandmother lives must be their home town."

Dr. Axtelle lectures at Cairo University

2 NEW YORK, N.Y.—Dr. George Axtelle, a member of the New York Teachers Guild, will be Fulbright Lecturer this year at the University of Cairo, one of 400 members of American University and College faculties who are going abroad this year as part of the State Department's exchange program.

NEW LOCALS

1170 Gardner Federation of Teachers (Ill.)

444 University of Minnesota Federation of Teachers (Minn.) [Although this is a new local, it has chosen the number of a former U. of Minn. local.]

Who said "A policeman's lot is not a 'appy one"?"

With due apology to Gilbert and Sullivan—There is scarcely a teacher who has not at one time or another groaned, "A teacher's lot is not a happy one," for besides sharing most of the problems common to all educational levels she has many that are peculiarly her own. For example, where do we find a teacher

1. Constantly giving up her lunch hour to cafeteria service, teachers' meetings, hall duty, etc.?

2. Carrying on a schedule completely devoid of anything remotely resembling a free period, when industry has long since recognized the merit of the daily break in the work routine?

3. Teaching social science or arithmetic and simultaneously supervising the delivery of milk, radios, phonographs or records to scheduled spots?

4. Conducting a sprightly discussion on the U. S. Constitution with half the class, and chaperoning meanwhile a carefully prepared study lesson on China with the "oth-

er grade"? (The exact method of teaching children to study in this set-up is still the \$64 question to most victims of the double grade.)

5. Teaching any assigned subject regardless of special training or poor equipment? (How does one perform all the experiments so intriguingly described in the elementary science books within the confines of a classroom built in the gay nineties and with the scantiest materials?)

6. Struggling to provide the necessary guidance to thirty-odd (or forty-odd) prospective graduates, while finishing up the year's work and producing an impressive graduation program—all at one and the same time?

7. Continuing, with much bitter private griping, to join organizations favored by the administration because of inability to withstand the pressures meted out to those who dare to "spoil our 100%"?

You have probably guessed it—we are describing the elementary teacher, any one of whom could add to the above list while we turn to possible remedies.

Granting the complexities of these problems due to the set-up of the elementary school, we submit that some solutions can be found. But it will involve thoughtful and democratic planning on the part of teachers and administration. It must be spearheaded by a strong teachers' organization combining militant leadership and active member participation, an organization not afraid to "stick its neck out" when conditions warrant it.

This spells teachers' union, for that is the only organization run by and for classroom teachers, who, after all, are closest to the problems here mentioned. Therefore, union teachers are urged to become ever more active in their own behalf. All teachers, regardless of affiliations, are invited to sit in at our monthly membership meetings and judge for themselves our efforts to work out solutions and thereby improve the general standards of education for all concerned.

HILDEGARDE WELLES
"News Bulletin,"
Newark Teachers Union

Weyler urges teachers to join Louisville local

672 LOUISVILLE, KY.—In an address made at a recent dinner meeting of the Louisville Federation of Teachers, E. H. Weyler, then secretary of the Kentucky Federation of Labor, urged Louisville teachers to join the union so that they could support goals essential to their profession. He pointed out the fact that in the 14 years since the union was formed, all teachers have benefited by substantial wage increases that are due largely, if not entirely to union activities.

Summarizing the goals of the Teachers Union, Weyler said:

"We want teachers to get decent wages and we want them to have an opportunity to have some say about how they teach and what they teach. In order to keep America beautiful, teachers must teach the truth without fear of dismissal. . . ."

Rockford local conducts 4th county institute

540 ROCKFORD, ILL.—By authority of the county superintendent Local 540 conducted its fourth county institute. Lectures by authorities on the theme, "Meeting Emotional Needs of School Children," followed the showing of a film, "Angry Boy."

Trumbull labor group entertains teachers; President Megel includes meeting in Ohio tour

750 WARREN, O.—Union teachers in Warren were entertained recently at a dinner given by the Trumbull County Federation of Labor. New teachers in the school system were special guests. Among the speakers was Carl J. Megel, AFT president.

The president of the Trumbull County Federation of Labor is Charles F. Corlett, who is also president of the Ohio Federation of Teachers. Ruth M. Lapolla serves

as secretary of the Trumbull Federation of Labor and as president of the Warren Federation of Teachers.

In addition to his visit to Warren, Mr. Megel met with the executive board of the Ohio Federation of Teachers and visited other Ohio cities including Cleveland Heights, Elyria, Dayton, and Columbus. Meetings in each of these areas were attended by members of teachers' unions from neighboring towns and cities.

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Report shows teachers' salaries continue an upward trend for 1952-53

At the semi-annual conference of the superintendents representing the larger cities of the United States, a discussion of teachers' salaries was one of the important items on the agenda. An analysis of salary trends in 1952-53 led to the conclusion that the trend is upward and that there is no indication of a plateau having been reached. Another conclusion was that salary schedules based on rating are very difficult to administer.

According to the *Chicago Union Teacher*, the minima and maxima in the salary schedules of various cities was reported as follows:

City	Minimum	Maximum	City	Minimum	Maximum
Akron	3000	5200	Minneapolis	3100	5900
Atlanta	2520	5160	Newark	3400	7000
Baltimore	3000	5800	New York	3000	6500
Birmingham	2400	4200	Oakland	3435	5685
Boston	3132	5376	Oklahoma City	2600	4600
Buffalo	3000	6200	Omaha	3000	5050
Chicago	3000	5890	Philadelphia	2800	5200
Cincinnati	3000	5200	Pittsburgh	3000	5400
Cleveland	3075	5175	Portland	3000	5100
Columbus	2925	5050	Providence	2775	5575
Dallas	2900	4800	Richmond	2500	4200
Dayton	3000	5200	Rochester	2900	5500
Denver	3000	5250	St. Louis	2800	5400
Detroit	3570	5740	St. Paul	3000	5225
Fort Worth	2750	4750	San Antonio	2800	4755
Grand Rapids	3000	4850	San Diego	3400	6000
Houston	2723	4830	San Francisco	3472	6615
Indianapolis	3150	5750	Seattle	3100	5150
Jersey City	3100	6500	Syracuse	2865	5410
Kansas City	2900	5700	Toledo	3000	5200
Long Beach	3409	6715	Toronto	2600	6000
Los Angeles	3650	6300	Tulsa	2610	4560
Louisville	2800	4600	Vancouver	2700	5600
Memphis	2377	3721	Washington	3130	5973
Miami	2600	5000	Wichita	2700	4500
Milwaukee	3327	6027	Youngstown	2700	4950

Evaluate cooperation of teachers and labor

79 MILWAUKEE, WIS.—About 40 guests, 30 non-union faculty members and ten students, attended the November meeting of AFT Local 79, Wisconsin State College, Milwaukee, and heard four outside speakers discuss various aspects and achievements of teachers' unions and organized labor.

Donald Schwartz of the University of Wisconsin in Milwaukee told the guests at this dinner meeting "Why I Consider It Unprofessional Not to Join the AFT." George A. Haberman, president of the Wisconsin State Federation of Labor, discussed "What Organized Labor Expects of Members of an Affiliated Teachers' Union," and Howard Aker, research assistant for the Milwaukee Public Schools, talked on "What the Milwaukee Local Has Accomplished for Milwaukee Teachers."

J. F. Friedrick, executive secretary of the Milwaukee Federated Trades Council, was also present and participated in the program. The purpose of the meeting was to provide accurate information about

teachers' unions and to dispel erroneous impressions among non-union teachers, with the hope of recruiting additional members during this crucial legislative year.

Discussion of problems related to salaries was the main business of the December meeting. Topics included automatic cost-of-living adjustments, the proper bases for determining and for distributing salary increases, and related subjects. The discussion leaders were John Dulka and Emmett Shipman of the salary committee.

Miss Catherine Cleary, resident member of the Board of Regents of Wisconsin State Colleges, was the guest of Local 79 at this meeting.

Wisconsin Teacher

601 has 20th birthday

601 SPRINGFIELD, ILL.—Local 601 celebrated its 20th anniversary this fall. Talks were made by John Fewkes, AFT vice-president, and by Henry Zaber, president of the Illinois Federation of Teachers.

Member of Peoria Local writes new book

780 PEORIA, ILL.—A new historical study written by Miss Hazel C. Wolf has been published by the University of Wisconsin Press. The book, entitled "On Freedom's Altar; The Martyr Concept in the Abolition Movement," was available November 10.

The author is American history instructor at Peoria Manual High School and critic teacher at Bradley University. She is a charter member of AFT Local 780 and currently serves that organization as chairman of its scholarship fund. By appointment of the mayor, she is a trustee of the Peoria Library Board, on which she serves with Louise Rauch, another member of the Peoria local.

Other works of Miss Wolf have previously been published. The new book deals with the period of American history between 1830 and 1865 and, in addition to presenting such well known figures as John Brown, Lovejoy, Lincoln and Garrison, tells of a host of other equally zealous albeit less well known persons in the abolition movement.

Illinois Union Teacher

571 entertains new teachers

571 WEST SUBURBS, ILL.—More than 350 members and guests attended the fall membership dinner of Local 571, at which AFT President Carl J. Megel was speaker. The meeting, planned by Muriel Tyrrell and Mildred Hopp, was slanted toward orientation of new teachers, more than half of whom have since joined the teachers' union.

NTU and school board work for state aid

481 NEWARK, N.J.—The Newark Teachers Union is co-operating fully with the Board of Education Committee on State Aid. Eleven NTU members have spoken in about half of the Newark schools delivering a talk prepared by the board committee. In addition union members have launched a letter-writing campaign.

We regret

We inadvertently omitted giving credit to the *Schenectady Union-Star* for the photograph of AFT President Megel with the officers of Local 803, published on page 28 of the January 1953 issue.

Washington convention enjoys varied program

Olympia was the scene of the seventeenth annual convention of the Washington State Federation of Teachers. Delegates and members who attended the day-long meeting enjoyed an interesting, if long, program. After registration, beginning at 8:30, the convention got under way with a report from the WFT president, Charles E. Canup. His report was followed by a workshop on problems and accomplishments of locals.

After luncheon there was a stimulating panel discussion on "Safeguarding our Schools." The speakers included Herrick Roth, executive-secretary of the Colorado

Federation of Teachers, who spoke on "Improving Administrative Practices"; J. Allen Spragge, executive assistant of the British Columbia Federation of Teachers, whose topic was "Effective Organization"; Harry Hanson, member of the Port Angeles Federation of Teachers and candidate for Congress in the recent election, who talked on "Teacher Tenure"; and James Codd, chairman of the Social Studies Division of the Everett Junior College, who discussed "Economic Security."

Following a coffee break, the business meeting was conducted. Then, to round out the day, a buffet dinner meeting was held.

1085 outlines booklet on personnel policies

1085 TAYLOR TOWNSHIP, MICH.—The Taylor Township Federation's committee on policies is working in cooperation with the superintendent of schools in the formulating of a list of personnel policies, later to be compiled in booklet form.

To date, an introduction has been drawn up and work has begun on definitions of terms to be used in the statements.

It is intended that policies will cover: pre-requisites for employment; professional growth; employee meetings; payroll procedure; daily work schedules; probationary

employees, tenure, and termination; professional leave; administration-teacher relationships; transfers and promotions; and insurance.

On completion of the booklet it will be presented to the Board of Education for adoption.

Plan dinner meetings

1067 WEST MILWAUKEE, WIS.—A series of five dinner and business meetings has been planned by the West Milwaukee Federation of Teachers. At the December meeting, Dr. George Willett reminisced about his teaching experiences, and Dr. Arline Albright spoke on the impact of television on American youth. Both speakers are members of the Marquette University graduate education staff.

At later meetings members of the state legislature and of the Milwaukee Board of School Directors will speak.

Leaves to study science

921 DAYTON, O.—Miss Violet Strahler, who holds a fellowship from the Ford Foundation, is on leave of absence from teaching to study the correlation between textbook or theoretical science and the uses of science in modern living, business, and industry. The Foundation permits the greatest possible leeway in planning a program and Miss Strahler has spent a day with an expert on tropical fish, another visiting a control tower at a local airstrip, and a third studying the operations of a sewage disposal plant, to mention only a few of her activities.

She is gathering a large file of material for practical projects as well as for demonstration material when she returns to the classroom.

Bond issue passes

780 PEORIA, ILL.—With the help of the Peoria Federation of Teachers, a \$650,000 bond issue for school buildings for Peoria was carried in a recent election. In support of the proposition, members of the AFT local addressed other AFL locals in the area. Louise Rauch, one of the leaders of Local 780, is also AFL representative on the Citizens Council on Education, which was the sponsor of the project.

Buy Gompers School site

231 DETROIT, MICH.—The Detroit Board of Education has taken action to acquire property to be the site of a new elementary school to be named for Samuel Gompers the great labor leader who was the first president of the American Federation of Labor.

New teachers feted

231 DETROIT, MICH.—The Detroit Federation of Teachers welcomed new teachers at their annual Christmas Party. This year the affair included dancing, entertainment, cards, refreshments, and a bazaar.

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TRADE UNION CAREERS

The International Ladies' Garment Workers' Union TRAINING INSTITUTE offers an opportunity to men and women in the 21-35 age group who are interested in making service to the trade union movement their life work. The 4th annual sessions of the Institute open June 1 in New York City. Tuition is free! All completing the year's field and class work are guaranteed positions with the ILGWU. Registration is limited. Applications must be made before March 1 to ARTHUR A. ELDER, Director, ILGWU TRAINING INSTITUTE, 1710 Broadway, New York 19, N. Y.

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Accepts post in Japan

1055 URBANA, ILL.—Dr. "Bill" Stanley, of the University of Illinois College of Education, is now in Japan on an assignment by the U. S. Government. Dr. Stanley has been a delegate to recent conventions of the AFT and of the Illinois State Federation of Teachers.

Finishes study in Italy

616 ROCHESTER, N.Y.—Charles Clark, head of the department of languages at East High School and a member of Local 616, has returned with his wife and four children after a year of resident study in Italy under a Fulbright fellowship granted in 1951.

Class helps new teachers

2 NEW YORK, N.Y.—A course in class management is being offered by the New York Teachers Guild for newly appointed teachers. Over fifty teachers have taken advantage of this opportunity to share in the experience of seasoned trouper.

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